



The Washington State  
**BOARD OF EDUCATION**

# System Health, School Climate, and School Recognition

Washington State Board of Education  
May 11, 2022



# Conversation Today

## System health update and redesign

- A review of the reporting requirements of the SBE
- An update on the revised model and an implementation plan (timeline) for the system health revision.

## School climate survey

- A quick look at why we are acting on this
- A first look at the contract deliverables to be provided by the University of Washington

## School recognition

- A review of the recognition model developed prior to the COVID pandemic-related disruptions with a draft timeline for resumption of school recognition



# 2022 Statewide Educational System Health Report

Requires input from key stakeholders on indicators and recommendations.

- Required partners include:
  - Office of the Superintendent of Public Instruction (OSPI)
  - Workforce Training and Education Coordinating Board (WTECB)
  - Education Opportunity Gap Oversight and Accountability Committee (EOGOAC)
  - Washington Student Achievement Council (WSAC)
  - Other agencies and school districts (not required)

Opportunity to consider additional indicators.

- Informs the SBE strategic planning process.
- Due to Legislature in December of each even numbered year.



# Statewide Indicators of System Health

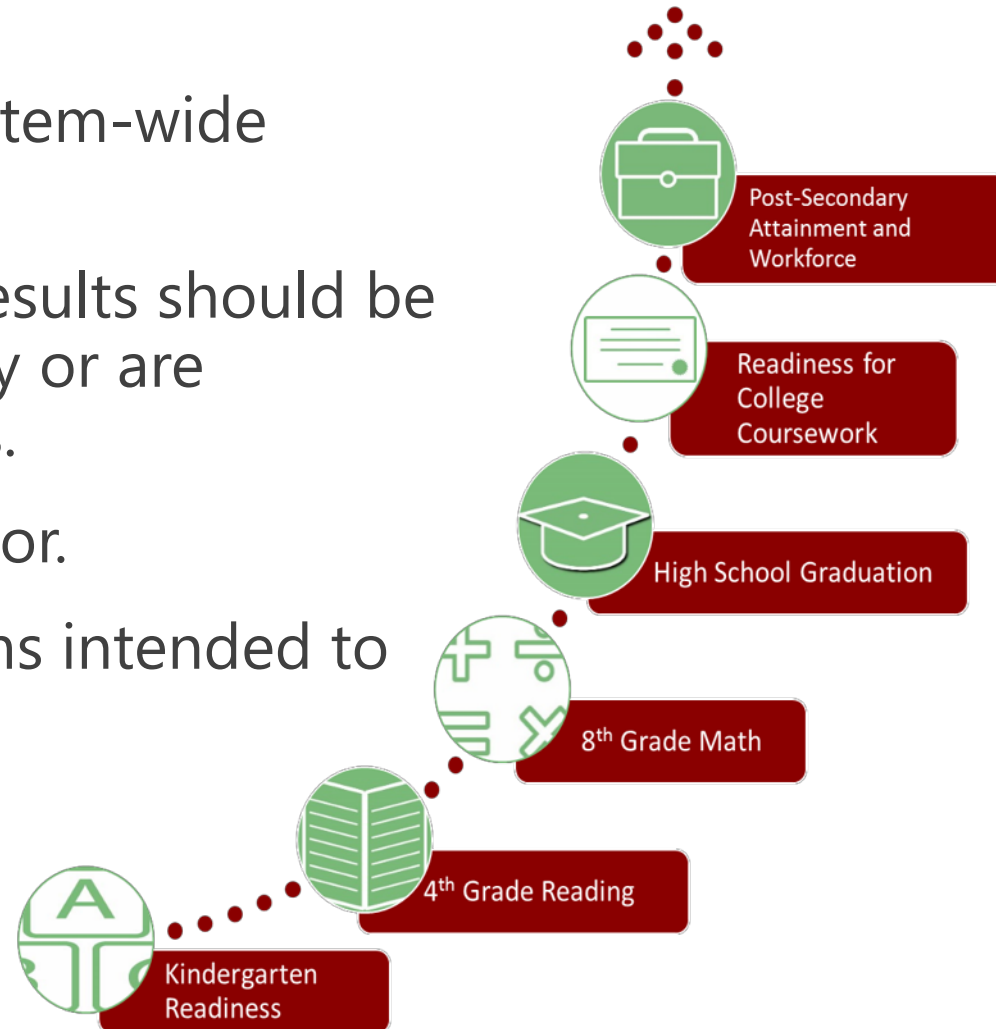
RCW 28A.150.550

Identify realistic but challenging system-wide performance goals.

Washington student achievement results should be within the top ten percent nationally or are comparable to results of peer states.

Report on the status of each indicator.

Recommend evidence-based reforms intended to improve student achievement.





# Statewide Educational System Health

RCW 28A.150.550 Indicator	Data Sources
<p><b><u>Kindergartener Characteristics</u></b>: Percentage of students who demonstrate the characteristics of entering kindergarteners in all six domains of the Washington Kindergarten Inventory of Developing Skills (WaKIDS).</p>	<p>WaKIDS data from the Washington Report Card.  <b>National and peer state comparison</b> data from the American Community Survey.</p>
<p><b><u>4<sup>th</sup> Grade Reading</u></b>: Percentage of students Meeting or Exceeding standard on the 4<sup>th</sup> Grade statewide reading assessment.</p>	<p>Smarter Balanced Assessment results from the Washington Report Card.  <b>National and peer state comparison</b> data from the 2019 NAEP.</p>
<p><b><u>8<sup>th</sup> Grade Math</u></b>: Percentage of students Meeting or Exceeding standard on the 8<sup>th</sup> Grade statewide mathematics assessment.</p>	<p>Smarter Balanced Assessment results from the Washington Report Card.  <b>National and peer state comparison</b> data from the 2019 NAEP.</p>
<p><b><u>High School Graduation</u></b>: The percentage of students graduating using the On-Time (4-Year) adjusted cohort graduation rate (ACGR).</p>	<p>Graduation rate data from the Washington Report Card.  <b>National and peer state comparison</b> data from the Digest of Educational Statistics from the National Center for Educational Statistics and state report cards.</p>
<p><b><u>Quality of High School Diploma</u></b>: Percentage of students (high school graduates) enrolled in precollege or remedial courses in public post-secondary institutions.</p>	<p>Data file provided by the Washington Educational Research and Data Center.  <b>National and peer state comparison</b> data from Complete College America is incomplete and have not been fully integrated into the analysis.</p>
<p><b><u>Post-Secondary Attainment and Workforce</u></b>: Percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2<sup>nd</sup> and 4<sup>th</sup> quarters after graduation.</p>	<p>Data file provided by the Washington Educational Research and Data Center and a separate analysis conducted by the Educational Research and Data Center.  <b>National and peer state comparison</b> have not yet been integrated into this analysis.</p>





# December 2020 - Report Takeaways

The education system health is not improving to the degree envisioned by the legislature in the authorizing legislation.

- Only one of the six indicators is currently on-track to meet the statewide goals.
- The educational system is producing highly disparate educational outcomes based on race/ethnicity and program participation.

SBE/Our Work/Education System Health

On the national and peer state comparisons, we have good comparison measures for four of the six indicators. Only the 8<sup>th</sup> grade math indicator is comparable to the peer states and none of the measures are in the top ten percent nationally.

**The Educational System Health is improving but not fast enough!**



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**Revised System Health**



# COVID-19 Pandemic-Related Impacts to Education System

- Yet to be determined emotional trauma to students
- Physical closure of school buildings
- Instantaneous shift to hybrid instruction
- Cancellation and postponement of summative statewide assessments
  
- Traditional outcome measures are currently not available or will be non-comparable to pre-pandemic results.
- Fall 2021 WaKIDS results, spring 2022 assessment results, and maybe 2022 graduation results will be reportable for the December 2022 report
- The only outcome measure that **might be** comparable before, during, and after the worst of the pandemic is the high school graduation rate.

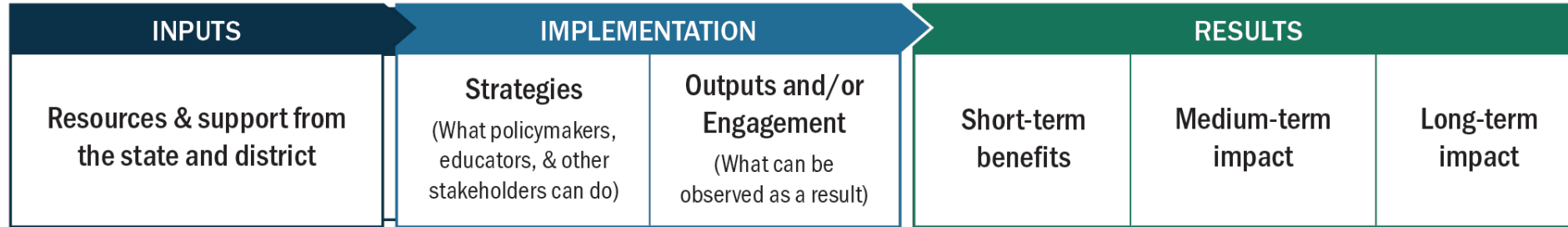


## FUNDING & ACCOUNTABILITY

- The accountability and recognition system should address more than test scores, and recognize schools that are overcoming barriers and improving equity in opportunities for students.
- The Board has been engaged in an analysis of the characteristics of schools that are demonstrating success overcoming barriers to establish a new, more equitable, school recognition system in partnership with OSPI and the EOGOAC.
- Through this process we are exploring potential revisions to the School Improvement Framework, including additional school quality indicators to address school climate and culture, access to effective, experienced, and appropriately credentialed educators, and disproportionate discipline.
- The Board had engaged with partners and national experts to design a framework for “System Health” that:
  - Is focused on goals of basic education and the purpose of the diploma as defined in statute
  - Addresses resources and inputs, strategies, outputs, and long-term outcomes and impacts.
  - Recognizes the need to incorporate data and information that is not currently available at the state level.



# Key Features of the System



- Ample and equitable distributed resources
- Well-prepared, diverse, and stable education workforce
- Curriculum, instruction, & assessment
- School climate
- Educator support
- **Short** - engagement in learning
- **Medium** – reduced demographic disparities
- **Long** – meeting state goals

Sources: Adapted from Adams, C. M., Ford, T. G., Forsyth, P. B., Ware, J. K., Olsen, J. J., Lepine, J. A., Sr., Barnes, L. B., Khojasteh, J., & Mwavita, M. (2017). *Next generation accountability: A vision for improvement under ESSA*. Palo Alto, CA: Learning Policy Institute.

# Key Elements and Indicators of an Effective, Equity-Centered K–12 Education System in Washington



## College, career, and civic readiness

- Do students complete high-quality college-preparatory and/or career and technical coursework?
- Do students successfully transition to and graduate from high school meeting the state's education goals?
- Are students gainfully employed or continuing postsecondary studies after high school graduation?

## Ample and equitably distributed resources

- Are sufficient resources available for all students, including those furthest from opportunity, to achieve the state's goals?
- Do students, families, caregivers, and community partners in need receive resources, staff, and programming to address in-school and out-of-school learning barriers?
- Do all students learn with appropriate materials, with fully prepared educators, and in facilities that allow them to fully engage in the curriculum?

## Active Engagement

- Are students deeply engaged in learning?
- Do educators build a culture of professional learning, collective trust, and shared responsibility?
- Are families, caregivers, and community partners engaged in and equipped to support student learning and contribute to school decision-making?

## Well-prepared, diverse, and stable education workforce

- Do all educators receive high-quality preparation and ongoing support for the courses and students they teach?
- Do school leaders and staff represent diverse communities and backgrounds?
- Are school staff and leaders supported to stay and grow in their careers?

## Student-Centered Equity

## Positive, supportive, and enriching learning environments

- Do students, educators, families, caregivers, and community partners experience a positive school culture and climate?
- Do schools and districts provide integrated student supports—including mental and physical health services and social services?
- Do students participate in expanded and enriched learning time and opportunities, with individualized after-school, weekend, extracurricular, and summer programs?

## Opportunities for powerful and meaningful learning

- Do students experience challenging, well-rounded subject matter?
- Do students experience instruction and assessment that supports meaningful social, emotional, and academic learning?
- Do students experience culturally affirming and linguistically responsive instruction?



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# School Climate Survey



## ESSA Plan (January 2018)

“Additional measures will be considered for future inclusion as an SQSS category. Stakeholders expressed interest in considering the use of several measures for school accountability: disproportionate discipline, teacher assignment and equity, and a school climate and engagement survey.

OSPI, the Washington State Board of Education (SBE), and stakeholder workgroups will evaluate those measures for suitability for future inclusion in state accountability, including data quality, validity, and research demonstrating their association with student achievement.”

Page 38, Washington’s ESSA Consolidated Plan



# School Climate Surveys

The Fall 2021 Basic Education data collection indicated the following:

- 295 regular public school districts in Washington
  - 126 school districts reported the administration a school climate survey in addition to the Healthy Youth Survey
  - 40 school districts administer neither the Healthy Youth Survey nor a school climate survey
  - Remaining school districts (129) administer the Healthy Youth Survey only
- All schools would benefit from the administration of a school climate survey
  - A positive school climate is where students feel a sense of safety and belonging and where relational trust prevails.
  - A positive school climate improves academic achievement, test scores, grades, and engagement and helps reduce the negative effects of poverty on academic achievement.

Darling-Hammond and DePaoli (2020)



# Development of the School Climate Survey

- Center for the Study of Health & Risk Behaviors (CSHRB) will lead the work with a little support from the College of Education both at the University of Washington
- CSHRB investigators collectively have decades of experience with large scale data collection, data analysis, data visualization, systematic reviews, and dissemination of findings to stakeholders and communities in Washington,
- Since 2005, CSHRB has been at the forefront of data collection using web-based strategies and e-survey administration. We have expertise in child and adolescent development and survey methodology.
- CSHRB was most recently involved in the development and administration of the COVID-19 Student Survey with 6<sup>th</sup> through 12<sup>th</sup> graders conducted in March 2021 (funded by the Health Care Authority) and again in February 2022 with the same age group (funded by Office of Superintendent of Public Instruction).



# Deliverables

Deliverable	Due Date
A review of the state's Accountability System with a focus on what to include and consider as we move forward on reviewing literature, existing surveys, and ultimately proposing survey content with links to this system	April 15, 2022
Conduct a broad search of available databases to identify potential papers for inclusion regarding topics of relevance to proposed climate survey (incl. risk and protective factors, assessment of culture, and measures of health, safety, and value)	April 30, 2022
Review existing surveys in use in Washington state and nationally for K-12 grades/schools that would be relevant to a school climate survey	May 15, 2022
Review abstracts of identified literature to determine relevance for inclusion	May 15, 2022
Summarize key findings of each included article	June 15, 2022
Interview key stakeholders in Washington, interview those who have conducted surveys in other states, and summarize "lessons learned" through these consultations.	June 30, 2022
Draft outline of comprehensive report and recommendations based on article summaries and interviews to address key considerations including appropriate climate survey items based on age, grade/development, as well as how data can be used in the accountability system and framework	July 8, 2022
Obtain and integrate stakeholder input on outline to ensure responsiveness to Washington State Board of Education's goals and priorities	July 22, 2022
Complete initial full draft of comprehensive report and recommendations; submit for stakeholder input	August 22, 2022
Complete final draft of comprehensive report and recommendations (September 16 target date) and present final recommendations to SBE	October 31, 2022

# Indicators of System Health & Climate Survey Timelines



2022

April

May

June

July

Aug.

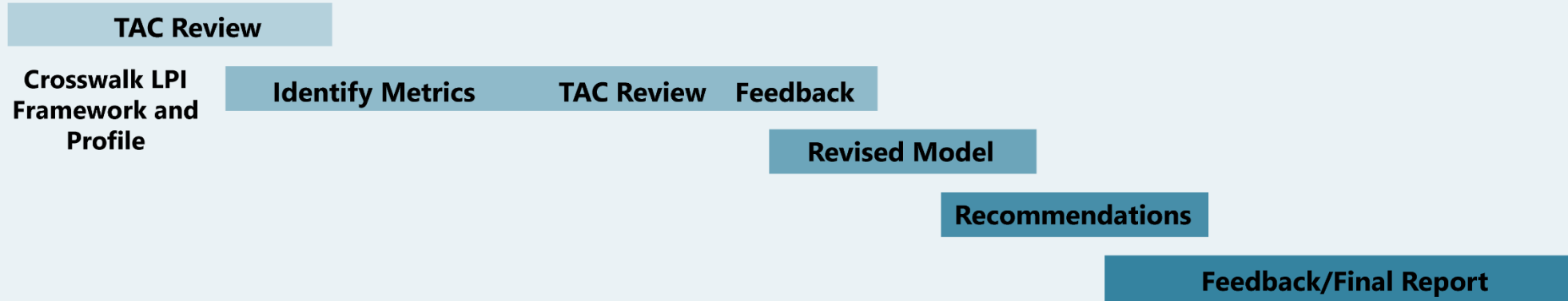
Sept.

Oct.

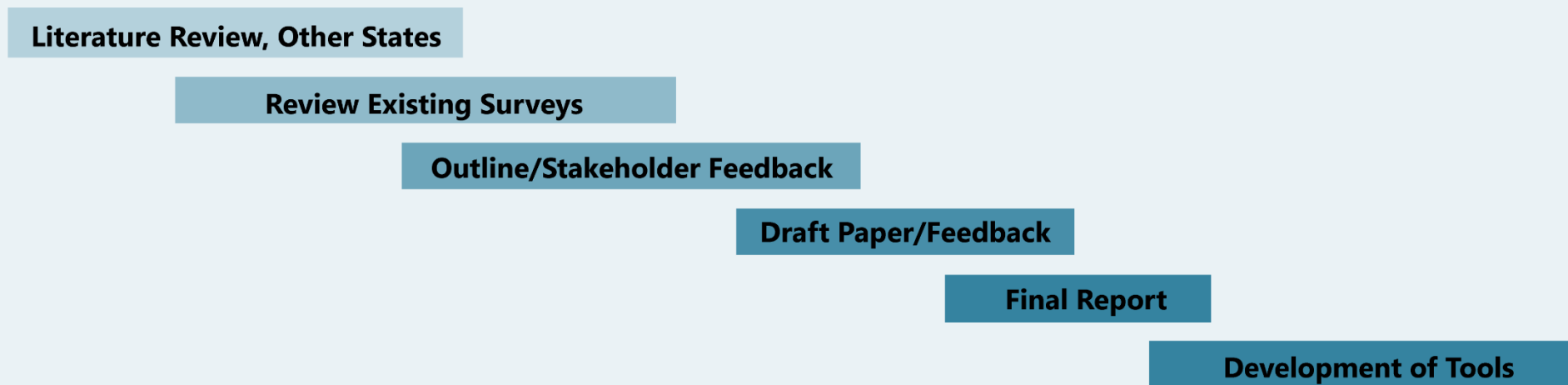
Nov.

Dec.

## System Health



## Climate Survey





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# School Recognition



## Achievement

High performance in multiple measures

9th Graders On-track

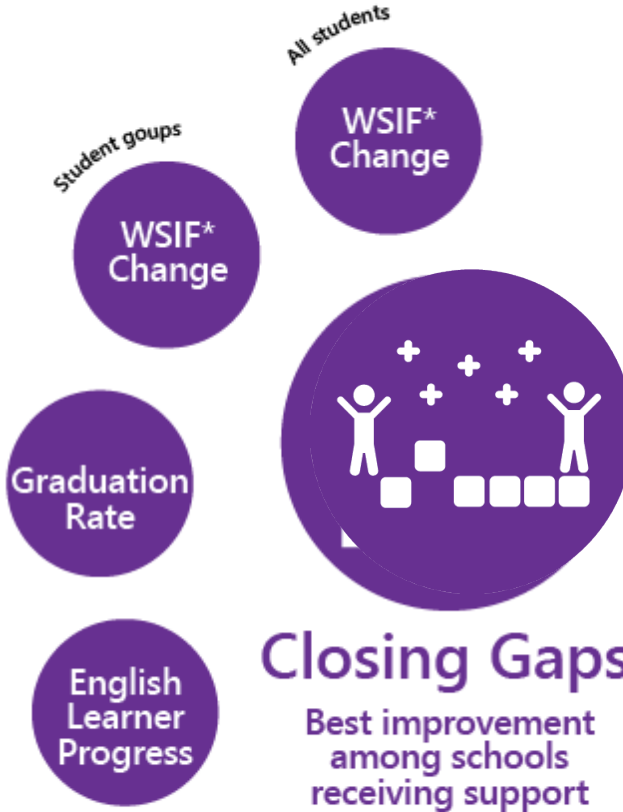
English Language Arts

Math

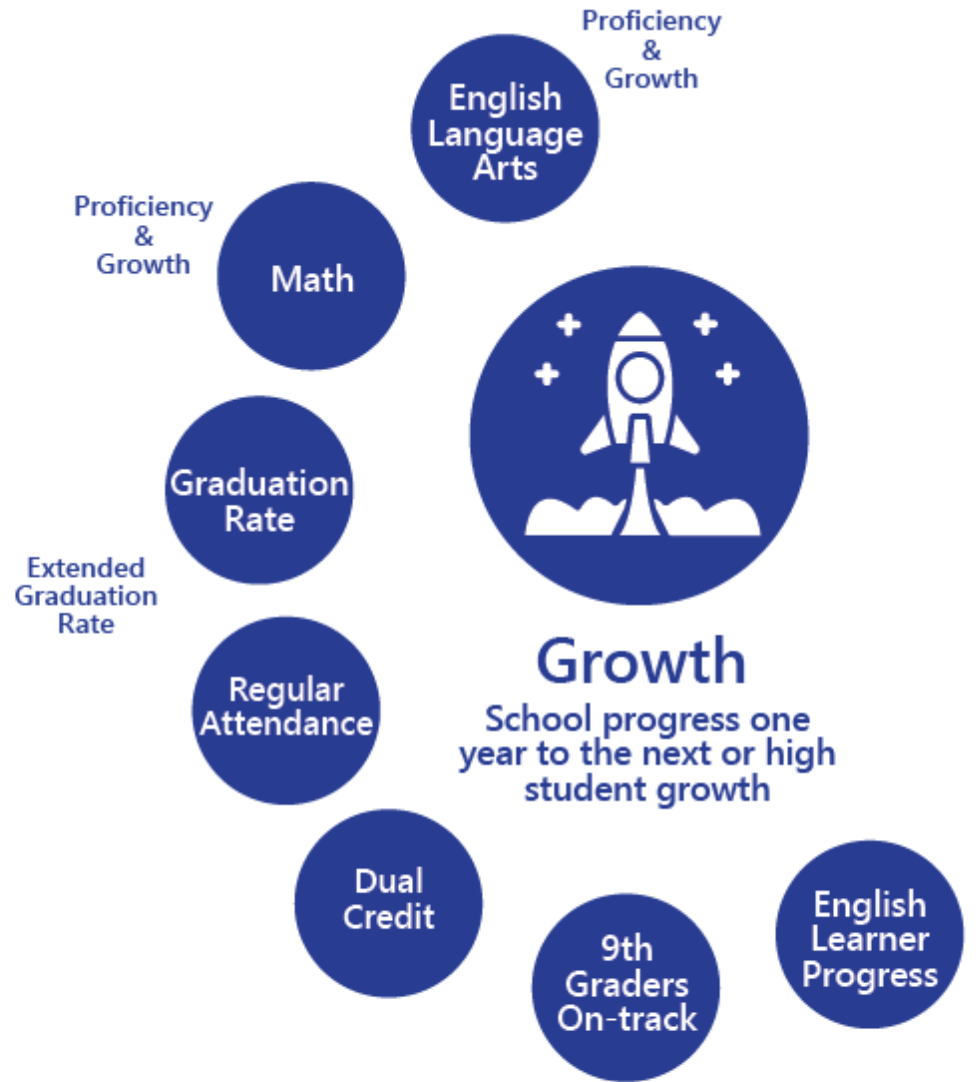
Graduation Rate

Dual Credit

Regular Attendance



*\*The Washington School Improvement Framework (WSIF) uses academic indicators English Language Arts and Math proficiency and growth, graduation, English learner progress, regular attendance, 9th-graders on-track, and dual credit.*



*Growth is measured by all student groups, and disaggregated student groups\*, with the exception of English Learner Progress.*

*\*Disaggregated student groups: The breaking down of student data into smaller groupings, often based on characteristics such as sex, family income, or racial/ethnic group.*

# 2021 School Recognition



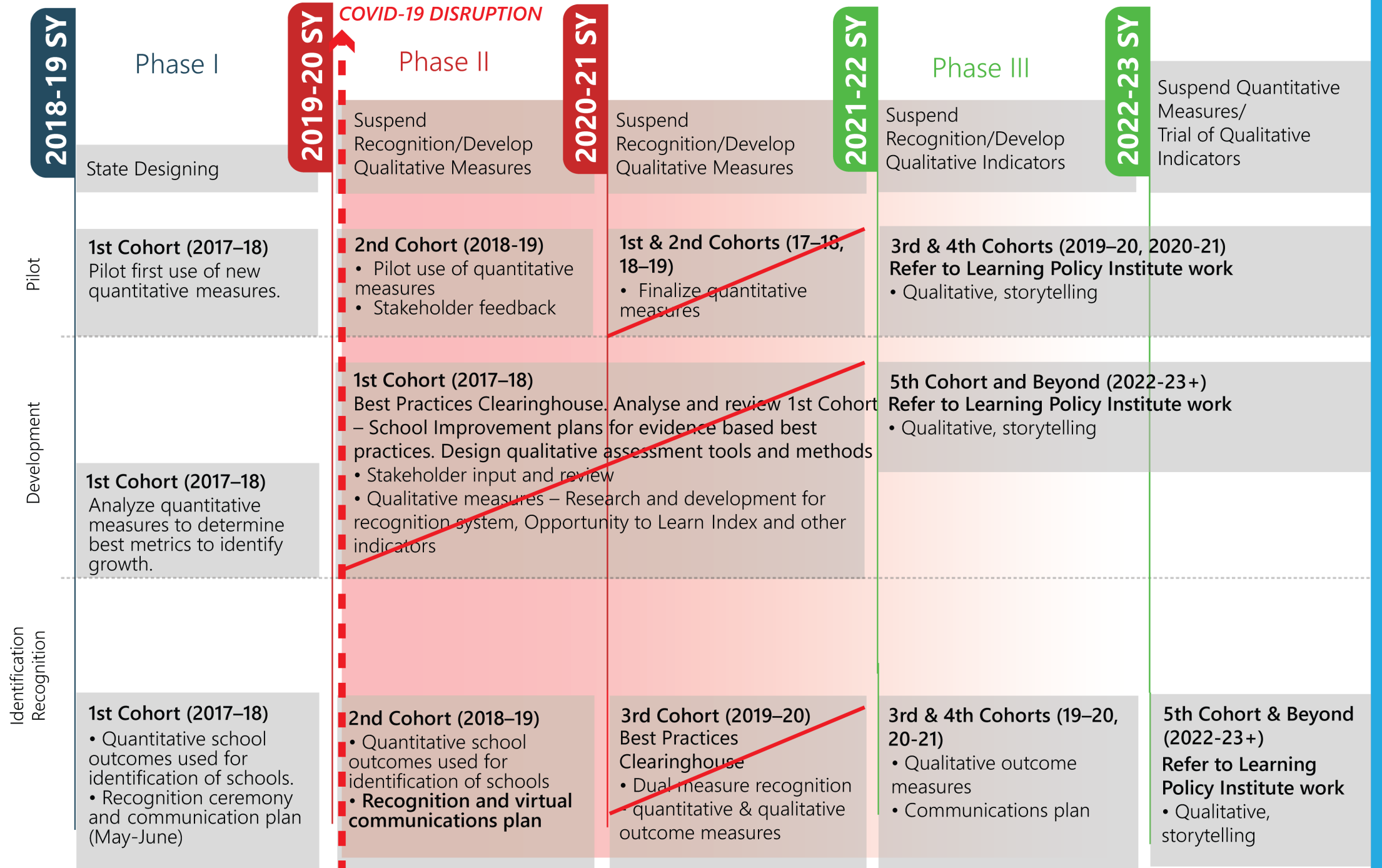
For 2020-2021 School Year:

- Continued Disruptions to our Education System
- No reliable assessment data during the school year
- No Washington School Improvement Framework Calculation
- No growth data available

Recommendation: Suspend School Recognition for 2020-2021

# Recognition Program Timeline

## Revised Plan



# Contact Information

**Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)**

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